



**THE IMPLEMENTATION OF RCRR (READ, COVER, REMEMBER,
RETELL) STRATEGY TO IMPROVE THE EIGHT GRADE STUDENTS
ABILITY AT READING DESCRIPTIVE TEXT AT MTS AL
ITTIHADIAH LAU DENDANG MEDAN**

THESIS

*Submitted to Faculty of Tarbiyah Science
State Islamic University of North Sumatera Medan
As a Partial Fulfillment of The Requirements for S1 Degree*

By:

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(34.15.1.012)

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**DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2019**



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ABSTRACT

Srivinna Akhmaliah (34.15.1.012) The Implementation of RCRR (Read,Cover,Remember,Retell) Strategy to Improve the Eight Grade Students Ability at Reading Descriptive Text at MTS Al Ittihadiyah Lau Dendang Medan.

A Thesis, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers' Training the State Islamic University of North Sumatera, Medan (2019)

Keywords: RCRR (Read,Cover,Remember,Retell) Strategy, Reading Comprehension, Descriptive Text.

The research was attempted to improve the students' reading ability based on Descriptive Text by using RCRR (Read,Cover,Remember,Retell) Strategy for the eight grade students of MTS Al Ittihadiyah Lau Dendang Medan. This study was conducted by CAR design in two cycle. The first cycle consisted of two meetings and the second cycle consisted of two meetings. The instruments of collecting data were reading test for quantitative data and observation sheet, interview sheet and diary notes for qualitative data. The subject of this study is the eighth grade students of MTS Al Ittihadiyah Lau Dendang Medan that consist of 24 students. Based on the reading test score, students' score kept improving in every test. In the pre test the mean was 32,5. In the post test I the mean was 63,83 and the post test II was 73,75. Students were looking active and interested in reading. It means that the Implementation of RCRR Strategy through Descriptive Text are suitable for the eight grade students of MTS Al Ittihadiyah Lau Dendang and it was improve the students' ability.

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In the name of Allah, the beneficent, the merciful.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of those skills which is actually not easy as people think. Moreover, in this era reading activity is needed because there is much information that must be shared.

Reading is a complex activity deploy a large number of separate actions. This is in fact the main goal of learning at school or at university. Reading is central to the learning process. by reading activity, people may gain important information that is not presented by teacher in the classroom.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire.¹

Reading is way to get information deliverd verbally and it is the result of the opinions, ideas, theories, and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching.

In reality, most teachers reading skill with convential method, they just asked the students to read the text and answer the questions from the text. This teaching method makes the condition of the class boring. So, the teacher needs

¹Virginia P. Collier, (2002). *How Long? A Synthesis on Echievement in Second Language*, (New York; Tesol Quartely), p.509.

to make the students to be more active in comprehending the text. Many students had difficulties to understand the text well. So many students are hard to get the idea or meaning of the text. They were unable to comprehend the text and had less vocabulary to support them in comprehending the text. As the result, the students were unable to answer the questions at the end of the chapter. Therefore, they had low score in reading. The objective of teaching English in junior high school according to the Ministry of Education's standard of content is developing students' skill to gain functional literacy.²

“Menurut Nurhajati dan Wicaksono (2017:34) : “Banyak siswa di Indonesia kurang memahami dalam hal membaca dengan baik. Tidak menerapkan cara belajar dengan efektif sehingga mereka bingung dan kurang berlatih saat berada di depan kelas”

Nurhajati and Wicaksono state the fact shows that there are many Indonesian students who cannot read well and do not participate actively in classroom practices.³ Students need to have sufficient language input from the teacher and environment as well. English is one of the compulsory subjects in Indonesia. It has been taught broadly from elementary schools to senior high schools or vocational high schools.⁴

That is the main think to get know what students can do the Retelling part of their subject. The guidance to teach English is stated in the standard of competence and the basic of competence which is issued by the government.

An English teacher has to be familiar with the standard of competence and basic of competence before teaching in the classroom. For each school, the

²Oxford Learner's Pocket Dictionary, New Edition, (2015), p,446

³ Wicaksono, Agung, Nurhajati, Diani, (2017), *Pelatihan Pengembangan Modul Untuk Tenaga Pengajar Di Kampung Inggris Pare Kediri*. (Universitas Nusantara PGRI: Kediri) p.34

⁴Douglass Brown, (2000), *Language Assessment Principle and Classroom Practice*, (United States of America:Longman), p.306-311

standard of competence and basic of competence are designed differently, so the English teacher has to be careful in preparing the syllabus, lesson plan, and instruction materials for teaching.

Reading is very important for education because it makes an easier for students to think, it can also help us think actively and critically. It can also make it easier for students to feeling enjoy relationship, depend our perceptions. Yet, the problem shows that many students feel difficult to apply reading in. This condition shows that students are fail to reach the standard that government have planned in curriculum. All of the learners must get a chance to read and try to repeat.⁵

Dealing with the problems above, the writer is interested to find the ways on how to overcome these problems. Therefore, the teachers are expected to overcome the constraints by designing the learning materials for the English reading ability.

Designing reading by RCRR (Read, Cover, Remember, Retell) strategy is needed. This is because students need helps to reach the goal of language learning that is reading competence. Read, cover, remember, retell is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand what they have just read. Unfortunately, the students do not perform English either in their teaching and learning activities in classroom or communication with

⁵Aris Shoimin, (2014), *Model Pembelajaran Inovatif Dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media), p. 122.

their friends both inside and outside classroom. It happens because of their English ability especially in reading is low which is influenced by their problems during teaching and learning process in classroom.⁶

The other problem is the lack of learning material which can help the students to learn English in order to develop their reading skills. This one of the main reasons why the researcher is very much interested to conduct a study by using Read, Cover, Remember, Retell to improve students reading.

The process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text.⁷ After students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection.⁸

Based on explanation above, researcher would conduct the mini research with the title “ **The Implementation of RCRR (Read, Cover, Remember, Retell) Strategy to Improve The Eight Grade Students Ability at Reading Descriptive Text At MTS Al Ittihadiyah Lau Dendang Medan** “

B. The Identification of Study

In response to the conditions above and line with the background of the study which has been mentioned previously, the problems are formulated as follows:

⁶Linda Hoyt. (2009). *Revisit, Reflect, Retell Updated Edition Time-Tested Strategies For Teaching Reading Comprehension.* (United States of America. Heinemann portsmouth), p.122.

⁷Michelle Lynn Klvacek, (2015), *Dyad Reading Experiences of Second-Grade English Learners with Fiction and Nonfiction Texts.* Mckay School Education, (Brigham: Young University), p.15

⁸Ibid. p.16

1. The students are not serious in studying English
2. The students have low motivation in studying English
3. The students have low ability at comprehension Descriptive text
4. The teacher rarely uses method in teaching

C. The Research of Questions

1. How is the eight grade students' ability at Reading Descriptive Text before and after using Read, Cover, Remember, Retell (RCRR) strategy in language teaching?
2. How is the implementation of Read, Cover, Remember, Retell (RCRR)?

D. The Purpose of Study

1. To describe the eight grade students' ability at reading descriptive text before using Read, Cover, Remember, Retell (RCRR) strategy and after implementing the strategy
2. To describe the implementation of Read, Cover, Remember, Retell (RCRR) in teaching reading descriptive text

E. The Significance of Study

This research is expectantly hoped to give a valuable contribution to the following parties:

- a. Theoritically: This result is hoped to give additional knowledge to English teacher in order the students become active, creative and effective in learning.

- b. Practically: The result of this study will be expected to give benefit for the principal, the teacher, the students and other researcher, as follow:
1. For the teacher: It can be applied by teacher to increase students' ability in reading comprehension especially on Descriptive text
 2. For the reader, the result of this study can give knowledge about teaching reading process that is also can be applied in daily life.
 3. For other researchers, it can be compared for other researcher who want to do further research on the same subject an solve this learning material, especially reading.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a reserach, theories are needed to explain some concept and terms applied in research concerned. The term must be classified to avoid confusion. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In order words, they are very important to be explained, so that the readers will get the points clearly.

1. The Concept of Reading Comprehension

1.1 Definition of Reading

According to Moreillon, Reading is an active process that requires a great deal of practice and skill. Based on the explain above, the reading is an activity that thoroughly requires a lot of practice and conducted regularly to get a skill or comprehension, reading is not an activity that can be done once or twice but must be done regularly and real.⁹

Duffy adds that reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text. Reading is on of the language skills that he students have to learn. The goal of teaching reading is make cope and different text, and prepare them to have asses to the text written in English when they continue their study to higher education. It will discuss

⁹J Moreillon. 2009. *Collaborative Strategies for Teaching Reading Comprehension*. (American United States of America: Library Association.),p.20

the objective of reading, method in learning reading, finally discuss how to evaluate reading.¹⁰

Robert Rude stated that, Reading is not just saying the words, reading must be always be a meaning getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that all for making inferences for identifying the main ideas.¹¹

Reading comprehension is difficult to determine in students because so much of it occur “in the head” and it is not readily observable. It means when someone reads a text, he is not only required to read, but also required to figure out the intent and purpose of the text.

Reading comprehension is the primary purpose for reading (though this is something overlooked when students are asked to read overly difficult text), rising students awareness of main idea in a text is essential for good comprehensions . It means that reading comprehension has the purpose to make the reader find meaning from the text which they are reading.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Similarly,reading is not only process in which the reader reads the words, sentences, or text but also to comprehend the text.

Based on the definition above, the researcher concluded that reading comprehension is one of the fundamental readings. Thus, ability to comprehend the meaning of the text. The last component of reading is reading

¹⁰Gerald.G. Duffy 2009. *Explaining Reading, Second Edition_ A Resource for Teaching Concepts, Skills, and Strategies (Solving Problems in the Teaching of Literacy)*. New York. New York The Guilford Press, p.145

¹¹Robert Rude, et.el, (2015), *How To Teach Reading*, (Entwisle: The Worit of Reading), p.20

comprehension. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension.¹²

The worlds in discourse are often used to describe both what the beginners do when they engage in reading. Through reading a reader obtains a lot of meaningful information or many things. As the same thing, we know that Allah SWT said in Holy Qur'an reveals in Surah Al-Alaq verse 15 as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning :*Read in the name of lord who has created (all exist), He has created man from a clot (a piece of thick coagulated blood), Read!, and your lord is the most generous, Who has thought (the writing) by pen, He has thought man that which he know not.*¹³

So, from the verse that, we know that human ability can be influenced by reading. In the other words, students do not only read the text, but also understand the information from the reading text. In reading, students are expected to be knowledgeable information from the text. And then based on the verse above it is clear that we as Muslim are encourage to read. That is because the reading will certainly add to our knowledge even with the reading we will find out the truth. In addition, the word, "IQRA" in the verse above is repeated and accustomed. So Allah's repeated order has the same meaning with the reading. It also with Allah's order to Muhammad.

¹²Grabe and Stoler, (2002), *Teaching Researching Reading*, (Malaysia: Pearson Education), p.5

¹³Yusuf Ali, Abdullah. (1989). *Preface to First Edition*, The Holy Qur'an, (Brentwood, Maryland, USA: Amana Corporation)

Rasulullah SAW Said:

قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: كُنْ عَالِمًا أَوْ مُتَعَلِّمًا أَوْ مُسْتَمِعًا أَوْ مُجِبًّا وَلَا تَكُنْ خَامِسًا
فَتُهْلِكَ (رَوَاهُ الْبَيْهَقِيُّ)

Meaning: *“Be the one whose able in knowledgeable (clever) or people who learning, or those who listen to the knowledge or who love science. Don’t be the fifth person, or you will be harmed”* (HR Al-Baihaqi).

In Yusuf Ali’s Exegesis was explained that the first command from Allah SWT to prophet Muhammad SAW was reading. Jibril came to prophet Muhammad to deliver these verses. Jibril said “iqra” but prophet muhammad said that he could not read, but jibril said “iqra” too. Finally prophet Muhammad could read. Since that when jibril delivered the verses of al-qur’an, prophet Muhammad just followed jibril’s reading and memorized them in order to share with all of human being.¹⁴ Based on the statement above reading is a positive activity which a reader interacts with the text to get the meaning of the text that, this activity must be done regularly and can not do just one or two times only. Requires alot of practice to make a person aware of the content of text and apply a meaning derived from the text.

1.2 Types of Reading

There are two kinds of reading according to expert.

¹⁴<https://www.al-islam.org/forty-hadith-anexposition-second-edition-imamhomeini/twenty-prsixth-hadist-pursuit-knowledge>(Accessed 23 April 2019)

1.2.1 Intensive Reading

According to Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.¹⁵ Intensive reading can be increasing learners' knowledge of language features and their control of reading strategies. This activity is likely to emphasize the accuracy activity involving reading for detail. It is used to gain a deep understanding of a text, which is important for the reader. The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze features of language that they learn, and to make sure the learners' comprehension.¹⁶

1.2.2 Extensive Reading

Graham Stanley states that extensive reading involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. It means that students are given freedom to choose their own topic which they think are interested to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen. It is different from Intensive Reading that does not allow

¹⁵M.F. Patel and Praveen M. Jain, (2008), *English Language Teaching (Methods, Tools, Strategies)*, (Jaipur: Sunrise Publishers & Distributors), p. 117

¹⁶I.S.P. Nation, (2009), *Teaching ESL/EFL Reading and Writing*, New York: Routledge, p.25

the students to find a topic they like. The topic is given by the teacher. The students also do not necessary to look for supported articles because the topic which is chosen by the teacher is usually short and easy to understand.¹⁷ Extensive reading can broaden students' knowledge, to write summary and do presentation which lead them to minimize the use of dictionary. The activities depend on the teacher's guidance only. Extensive reading is focused on the story not on items to learn. The aim of extensive reading is to read pleasure and get the general idea of the story or texts.

1.3 Purpose of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning. The goal of reading is comprehension. Grabe and Stollerstate the purpose of reding as follow:

1. To search and understand for simple information or theories
2. To skim quickly
3. To learn from texts
4. To integrate information, write and critiques texts
5. Reading for general comprehension .

Before reading a book or story, try to gather as much information about it as possible simply by looking at its author, title, and any other details you have presented to you, such as cover graphics. Reading is not just a task for infant that once mastered, can be taken for generated. We will find the main of paragraph and the meaning of the text.

¹⁷<http://www.teachingenglish.org.uk/think/read/extensive.html> (Accessed on October 13, 2005)

If you are working with students, ask them to make inferences about the book or story you are description based on those factors. Some pre-reading questions to ask might include:

- What might this book or story be about?
- What is the author's purpose?
- Have I read anything similar to this work before?¹⁸

1.4 Definition of Reading Comprehension

Clarke writes that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.¹⁹The goal of teaching reading comprehension strategies is to give readers the tools they need to be effective readers and independent learners.

Reading comprehension goal is to make someone understand the whole of the content and also can be a tool to make someone become a critical reader and able to apply the content of the text without anyone help. Thus, students need knowledge, skills and strategies resulting in comprehension. Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the authors intend the meaning. It means the students can be good readers if they have a good comprehension.

¹⁸Grabe and Stoler, (2002), *Teaching Researching Reading*, (Malaysia: Pearson Education).,p.11

¹⁹Clarke,P.J. Truelove, E. et al. 2014. *Developing Reading Comprehension*.Pondicherry, India .SPi Publisher Services..p.112

Reading comprehension is a dynamic interactive process of constructing meaning by combining the reader's existing knowledge with the text information within the context of reading situation, reading is very important. Allah said in Holy Qur'an. Surah Al-Fatir verse 29-30 as follow:

إِنَّ الَّذِينَ يَتْلُونَ كِتَابَ اللَّهِ وَأَقَامُوا الصَّلَاةَ وَأَنفَقُوا مِمَّا رَزَقْنَاهُمْ سِرًّا وَعَلَانِيَةً يَرْجُونَ تِجَارَةً لَّن تَبُورَ (٢٩) لِيُؤْفِقَهُمْ أَجُورَهُمْ وَيَزِيدَهُم مِّن فَضْلِهِ إِنَّهُ غَفُورٌ شَكُورٌ (٣٠)

Meaning : *“Those of you who always read the book of Allah and establish prayer, spend out of the substance which we have bestowed upon them secretly and openly, they were expecting a trade that will not less money. In order to enhance their god reward them and add to them of his bounty. Allah is forgiving, most ready to appreciate”*²⁰

The prophet Muhammad SAW also mention it, *“ The likeness of Muslim who reads the Qur'an is like a fruit Utrujah, smells good too. The parable of Muslim who does not read the Qur'an is like a fruit Dates, no smells and tastes sweet”*.

Reading Comprehension lessons on mastering reading passages walk you through a step-by-step approach to understanding and analyzing books and stories. Take the practice quizzes after each lesson and the practice exam when you've finished all of the lessons to ensure your understanding of key

²⁰<http://www.alquranenglish.com/quran-surah-fatir-29-35-29-in-arabic-and-english-translation>

reading concepts. In addition, reading without comprehending is merely a wasting time.

1.5 Factors Effect Students Reading Comprehension

In teaching reading, the students need to develop the ability of reading by themselves. Hawkins states that one of the reasons why learners fail at learning foreign languages is their difficulty with reading comprehension. He notes that learner's lack of prior knowledge as the main cause of failure in learning a foreign language.²¹ But unless it is used a suitable context, comprehension of descriptive text becomes difficult. In this case, pictures and materials can be used to facilitate the reading comprehension. The basic function of pictures in foreign language of the text books is to facilitate of the message. Pictures in the texts are visual designs that explain unfamiliar words.

In fact, reading comprehension activities as a result of collecting the information in the text and background related with the subject. From the explanation above, it is conclude that reading comprehension is the ability of students to understand and interpret information in a descriptive text correctly or get meaning from written descriptive text, a major goal of reading instruction is to help students to develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

In teaching reading comprehension through descriptive text, students need to:

- ✓ Comprehend the contexts of aspects of a descriptive text

²¹Hawkins, E.W. (1999). *Foreign Language Study and Language Awareness. Language Awareness*, 8(3-4), 124-142

- ✓ A vocabulary related to the text
- ✓ The structure and the characteristic of descriptive text

There are some factors that influence students ability at reading comprehension :

1. Students categorized as the lowest, due to students interest at subjects especially at reading comprehension. The effort and the activity of students in learning and the poor mastery of their english vocabulary.
2. Teachers factors that are sufficiently supportive, because english teachers have sufficient educational experience and good in teaching.
3. Factors of learning facilities are categorized as the lowest, because learning facilities are limited to the students to get their ownership of books and without supporting from the school.²²

2. Descriptive Text

2.1 Difinition Descriptive Text

Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Descriptive text is a kind of text that a student in junior high school be learn. descriptive text is the text that describes the events that occur or shape of an object. many things that fall within the scope of descriptive text in addition to describe the events, objects, descriptive text may also explain

²²<http://idr.uin-antasari.ac.id/id/eprint/3684>

about personal experiences or describe how the person's appearance or look like.²³

2.2 Purpose of Descriptive Text

Descriptive text is to make students more responsive in looking at a form of the text. They will see how the chapter will be analyzed through an image and then explained again in text form. Purpose of descriptive text may be used to enlarge a process of reading, that is, to tell how something need to explain.

2.3 Generic Structure of Descriptive Text

According to Kisno Shinoda, there are some generic structures of descriptive text:

1. Identification

- The form of statements that describe the object to be described.
- The statements should be interesting, capable of provoking readers to be interested to read the description completely.
- The use of adjectives or degree of comparison.

2. Description

- Given picture of the object viewed from several aspects: location, means of transport, people, weather, size, etc.
- Grammatical patterns:
 - a. Simple present tense, present perfect tense

²³Rafika Dewi,dkk,(2013), *Reading*. (Medan: Unimed Press), p.108

- b. Verb: be (am, is, are)
- c. The use of the adjectives used to describe or illustrate the condition of the object.²⁴

2.4 Language Features of Descriptive Text

This text has the following structure:

1. Identification : An introduction of what and who will be described
2. Description : Contains special features that have the object, place or person described.

Descriptive text has language features as below :

- Specific participant (Have a certain object, not general and unique or there is only one)

Example : Bandengan beach, my house, borobudur temple, uncle joko

- Using the simple present tense (the sentence pattern used is simple present because it tells the facts of the object description)
- Action Verbs (there is a verb that shows an activity (the activity can be seen))

Example : Run, sleep, walk, cut, etc.

- Using Adjective (to clarify nouns)

Example : It is used for the following expression: a beautiful beach, a handsome man, the famous place in jepara, etc

²⁴Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, (Jakarta, Graha Ilmu,) p.101

Example :

MY SPHINX CAT

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

✓ The Generic structure analysis :

1. Identification: My Sphinx cat
2. Description : He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

3. RCRR (Read, Cover, Remember, Retell)

3.1 Definitions of Read, Cover, Remember, Retell

There are some experts who have defined about Read Cover Remember Retell (RCRR) strategy. Hoyt state that Read, cover, remember, retell is an instructional strategy that is used to help students stop after reading small portions of the text and retell what the section was mostly about. Many learners will continue reading a selection even if they don't understand

what they have just read. This process supports both understanding of text and summarizing by stopping readers frequently to think about the meaning before moving on to the next section of the text. After students become adept at using this strategy to orally retell portions of the text, the teacher can encourage students to write a summary sentence of each section and then use these sentences to write an overall summary of the selection .

Read Cover Remember Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read.²⁵

It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text. Read Cover Remember Retell is a strategy to help students improve their comprehension and retention of information text. Rational chunking the reading assignment allows students to read more carefully and to focus on remembering the information. Students read only the amount of the text that can be covered with the index card. Then they cover the next with the index card.

Next, they remember what they read. Finally, they retell what they have read by saying it aloud. If they can remember and retell, they are prompted to reread. This strategy is designed to help readers read slowly and read for meaning. They begin by reading a small amount of text, then covering the print with their hand.

²⁵Gusdinarti, *The Effect of Read, Cover, Remember, Retell Strategy Toward Students' Reading Comprehension of The Second Year Students of SMPN 33 Pekanbaru*. Unpublished thesis, Riau Islamic University, pp. 9, 2013.

The steps of Read Cover Remember retell as follows :

A. First step

Read. This step asks a reader to read only as much as her or his hand can cover about a certain topic.

B. Second step

Cover. The reader tries to use her or his hand to cover up the part of story that you just read. This step will help reader in next step.

C. Third step

Remember. In this step a reader need to take time to think about what he or she just read.

D. Fourth step

Retell. What information students would get after reading a certain topic? In this step students are required to retell what they just read of learned from the next and what important things they got from it. The student can tell her or his partner what she or he just read. This different types of genre are competent of mastering genre, understanding and producing some pieces texts. Read Cover Remember Retell is the one of the strategy that must applied to the students in case that they can speak and read well at the same time.

3.1.2 The Purpose of Read, Cover, Remember, Retell

Read Cover Remember Retell is a strategy to help students improve their comprehension and retention of information text. Rational chunking the reading assignment allows students to read more carefully and to focus

on remembering the information. Students read only the amount of the text that can be covered with the index card.

Then they cover the next with the index card. Next, they remember what they read. Finally, they retell what they have read by saying it aloud. If they can remember and retell, they are prompted to reread. This strategy is designed to help readers read slowly and read for meaning. They begin by reading a small amount of text, then covering the print with their hand. While their hands are over the page, readers take a moment to wonder. In developing materials for reading comprehension by using RCRR strategy, we should consider several factors, such as relevant subject of materials, attractiveness of format, accuracy of language level and learning objectives. The relevant subject of materials is decided according to learning needs which can be assessed by interview with the students or observation. Format of materials is selected according to volume of the subject, degree of complexity of messages, and language level which is to be set with relevant to students' lives. The accuracy of language includes the clear information, the grammatical sentences, and the language used effectively. In connection with these ideas, this study focuses on the classification of reading ability in terms by using the RCRR strategy. Many people do not pay attention to pronunciation, structure, and vocabulary when teaching 'English'. They think that these elements should be taught separately. But in fact, many cases of misunderstanding in communication were caused by the mispronouncing of words, misusing of vocabulary, and disordering words and sentences. A few examples are:

if someone pronounces the words 'fast' and 'vast' with no differences lead to misunderstanding.

3.2 Procedure to apply RCRR (Read, Cover, Remember, Retell) strategy in teaching reading Descriptive text

According to Saleh teaching and learning activities always proceed through a format which consists of three major components, they are: (1) pre-activity, (2) during-activity and (3) post-activity. The application of RCRR (Read, Cover, Remember, Retell) strategy in teaching reading descriptive text to the eighth Grade Students of junior high school 50 of Palembang is carried in three stages. They are pre-activity, during-activity and post-activity, As follow:

A. Pre Activities

1. The teacher greets students while saying "good morning / hello"
2. The teacher checks the student's attendance list and calling their name one by one.
3. The teacher gives warming up by giving simple question to the students about descriptive text. Give the simple question such as ask the students have their ever come and see the temple of Borobudur, ask students to describe how Borobudur look like or contained on Borobudur temple.
4. The teacher asks the students to share their ideas of what they already known about descriptive text. Maybe, students can be explained or mentioned definition, the general structure of descriptive text or another example of descriptive text in addition to Borobudur temple story.

B. Whilst Activity

1. The teacher gives the text and explains about RCRR (Read, Cover, Remember, Retell) strategy. Here the teacher will distribute one copy of the text that contains descriptive text entitled Borobudur and Lake Toba to each student. Then the teacher will explain what is RCRR, what are the advantages of this strategy and tell the steps how to apply this strategy.
2. The teacher explains the topic in detail and gives an example of descriptive text. In pre-activity the teacher already asked the students to share their ideas about descriptive text, in this stage the teacher will explain in detail the definition of descriptive text, generic structure of descriptive text and another example of descriptive text about beside Borobudur temple.
3. The teacher asks the students to find their partner. After explaining the topic, the teacher guides the students to apply the strategy by asking the students to find their partner.
4. The teacher asks the students to read as much as they think they can cover with their hand. Cover means stop reading, and cover the text.
5. The teacher gives time to the students to consciously focus on remembering what they have read. Give time to the students around 5 minutes to make them really consider what they have just read. It's ok for them to peek back at the text for help.
6. The teacher asks the students to tell their partner what they remember from the text, then switch roles for the next section of the text. If the student already tells to their partner what they remember from the text, then the teacher

can ask students to read the next section by using the same steps until all of the sentences in the text have been read and understood by the students.

7. After doing all the step, teacher will ask the students to make summarizing about the text completely by using their own word and retell in front of the class to make sure the students already got the point of the text.

C. Post-Activity

1. The teacher and students summarize about Borobudur temple story. After asking students to summarize the story by using their own word, then teacher also explained and straighten the summary results that already made by the students based on the content of Borobudur temple story.
2. The teacher gives the assignment to students to do exercises about the story. To determine whether students have understood the content and get the main point of the text. The teacher gives some exercises be in the form of multiple choice questions and true or false question about Borobudur temple.
3. The teacher reviews the important material and make conclusion. The important material such as the definition, generic structure, example of descriptive text and how to apply RCRR (Read, Cover, Remember, Retell) strategy.
4. The teacher says leave taking with a friendly greeting while saying "Goodbye and see you next meeting" and remind them to continue to practice using these strategies at home.

3.3 Advantage and Disadvantages of Read, Cover, Remember, Retell (RCRR)

Advantages

1. Reading aloud gives the teacher a valid a way evaluating the progress of reading skill, through every part of the chapter.
2. Reading aloud provides verbal practice for reader and easy to understand.
3. Reading aloud is the teacher's medium in guiding wisely, it can be used to improve the ability to adjust to shy students.

Disadvantages

1. Reading aloud requires more power than reading in the heart.
2. Reading in the heart most popular than reading aloud.
3. Reading aloud caused a commotion.

B. Conceptual Framework

There is a lot of understanding about reading. Reading is the activity that can makes us understand of the meaning conveyed from a text. Reading is recognized as the one of english ability that must be learned firstly. Because in the actual life, many students get something related to reading, such as in a newspaper, letter, comic, advertisement, food label, magazine, street address, and like social media (Facebook, Twitter, Instagram, Youtube, etc) and so on.

The English teacher's have to able in improving students' reading skill so that the learning process can run well. There are some ways that can be done by the English teacher in improving students' reading skill. For example by encourage the students to read by their read loudly.

RCRR strategy is done by divided the students in the class. The researcher will apply RCRR and teach the students through descriptive text to improve their reading skill. The researcher hopes by teaching the students through descriptive text by RCRR strategy can improve students' reading skill.

In this method, teacher will sharing a piece of paper that has a picture every slice of it. Before the students read all of the text, they need to cover up the text in order to find out whats the actually they read from the text After that, students need to remember each of the word that they had already read and cover it. Now its time to guess the story and find the conclusion, students will be able to retell of what they just get. Tell to the partner and read together in the class about the text. English teacher calls one of the students to come forward in front of class, student reads the text loudly in front of his friends and teacher. And the teacher corrects the pronunciation of the student. Reading with use RCRR strategy is a one of strategy that can help students to easier to get knowledge because the purpose of the reading with use Read, Cover, Remember, Retell (RCRR) is to make the students interesting to learn something or to reading some text. They will get curious when they can guessing of what they have been read.

Descriptive text is a statement or type of composition intended to give information about the explanation of the picture or story. From the Difinition about, the writer define that reading is a proces to get some information and process to comprehend something. Descriptive text is a text that make students enjoy to learn. That have function is to persuade the readers to learning more by read a text.

C. Related Study

In this planning research, I found the other related study from as follow:

1. Iqbal Faisal Rambe (2012, UIN-SU). His thesis on the title “ Improving Students Achievement in reading comprehension through team pair solo “. The subject of his research was class VIII-2 MTs Al-Jihad which consisted of 41 students. The research was conducted in two cycles, cycle I consisted of 4 meetings and cycle II consist of 2 meetings. The instrument of collecting data were quantitative data (reading comprehension test) and qualitative data (diary notes, observation sheet, and questionnaire sheet). Based on the reading comprehension scores, students’ score kept improving in every reading comprehension test.

Based on diary notes, observation sheet, and questionnaire sheet, it was found that the students were active, interested, and enthusiastic in reading. The result of the reseacrh showed the team pair solo significantly improved students achievement in reading comprehension.
2. Thesis by Nurlaila (2009, UIN-SU) by the Tittle “The Effect of critical reading and problem solving strategies on the students ability comprehend based-genre reading text at MTsN 2 Medan” the aim of the study are to find out more about critical reading and problem solving strategy in teaching reading, to analyze the difference between critical reading and problem solving strategies, the population of her research 1032 students in 23 classes and the random sampling, the instrument in her research test and post test. The data were analyze by using t-test. Finally, the result of this research showed the t-test 2.13 is the greater than t-table 1.67. it

means that the null hypothesis is rejected and the alternative hypothesis is accepted.

3. Yemimma Alberti (2014, UIN-SU) by the Title “ Improving Students Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII Of SMP N 1 Pondok Kepala Bengkulu Tengah ”. She found that in this research, the researcher used quantitative and qualitative data to see the improvement of the students’ reading comprehension. The instruments of this research were reading comprehension test, observation checklist and field notes, and interview. Based on the result of the test, the students’ who passed the standard score improved from 30% i the preliminary data 73,33% at the end of the research. It means that story grammar strategy improves students’ reading comprehension that wa influenced by students factors (attention, interes, and participation) and teacher’s factors (choosing the material and classroom management)

D. Hypothesis

Based on the explanation of the theoretical and framework of thought above, the hypothesis of this research is through Read,Cover,Remember,Retell (RCRR) strategy to improve students ability at reading descriptive text at Eight Grade Students of MTS Al Ittihadiyah Lau Dandang Medan.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Type of the study is classroom action research (CAR). According to David Hopkins Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

Teaching and learning centers provide an array of programs and services to assist the instructor who is struggling or the excellent teacher looking for something new. The pedagogical tools suggested can range from collaborative group work to problem-based learning to on-line instruction. The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and student demographics play a role. The instructor's own skills and style are also critical factors. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

CAR occupies a midpoint on a continuum ranging from teacher reflection at one end to traditional educational research at the other. It is more data-based and systematic than reflection, but less formal and controlled than traditional educational research. Instructors use data readily available from their classes in order to answer practical questions about teaching and learning in their classrooms. Further CAR integrates the two faculty roles of teaching and scholarship and is one form of the scholarship of teaching and learning.²⁶ Methods of conducting classroom action research projects are diverse, and easily mastered by faculty from any discipline.

According to Arikunto Classroom Action Research consisting of three words that can be understood as follows understanding:

1. Research: Examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a think that interest and important of researchers.
2. Action: Something movement activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity.
3. Class: Is a group of students who are in the sometimes received the same lesson from a teacher. Restrictions written for understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with the room where the teacher teaches not a form of class but a group of students who were studying.²⁷

²⁶Kuandar, (2011), *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. (Jakarta: Rajawali Press). p. 45-46

²⁷Suharsimi Arikunto, (2006), *Prosedur Penelitian*, (Jakarta: Bumi Aksara). p.91

Classroom action research not really difficult, because the teacher can do with deliberate and carefully observed the results. Sometimes the obstacles that arise lies in how they search for a little when it was started it is activity, in fact the teachers are so many problems.

B. Subject of Study

The subject of this research was the students of Eighth Grade Students of MTS Al Ittihadiyah Lau Dendang Medan academic 2018-2019. This subject consisted of 24 students, there are 11 of female and 13 of male students. Other individual who provide information on the subject under research are classified as informant. These include the teacher English subject and the principle of MTS Al Ittihadiyah Lau Dendang Medan.

C. Time and Place of Research

This research will be conducted for about 1 month starting June 29th, 2019 at Mts Alittihadiyah Lau Dendang. It is located in Jln. Pancing Pasar IV No. 2 Kec. Medan Tembung. The subject of this research consisted of 24 students. This subject chosen because the researcher found the problem on their Reading skills and the researcher assumed that the students need to improvement for their Reading skills.

Its need to improving their reading ability through out the RCRR Strategy. By implementing this strategy, it is hoped the ability of students in reading comprehension especially in descriptive text.

D. Research Procedure

The procedures of data collection for this study were conducted by conducting fifth meetings and two cycles. Cycle I consists of three meetings and Cycle II consist of two meetings, every meeting include into four steps namely planning, action, observation and reflection.

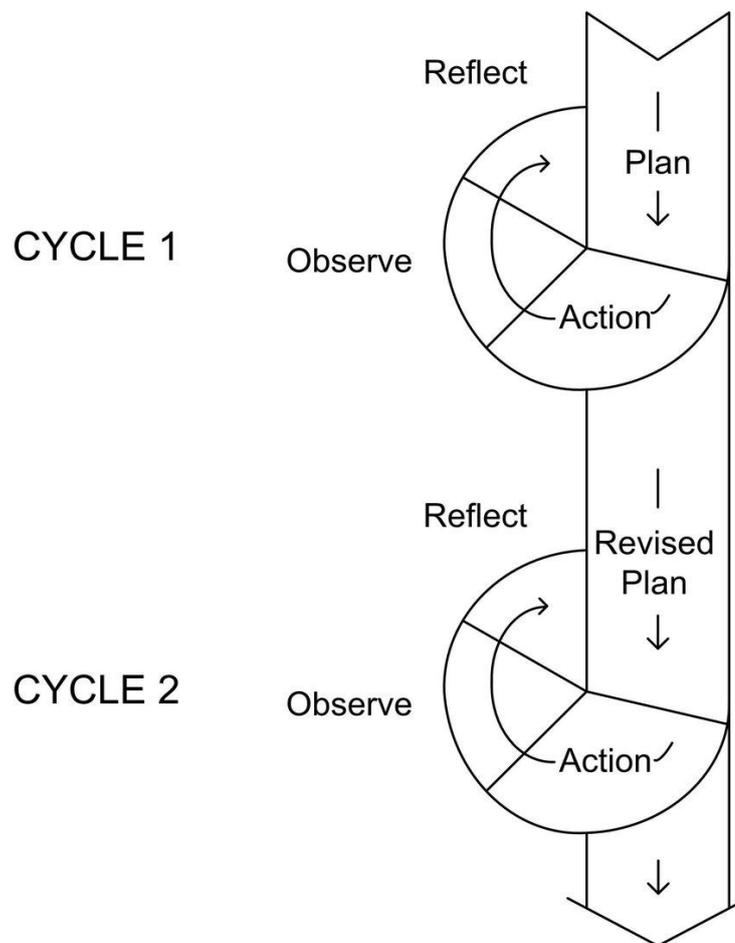


Figure Action Research Model By: (Kemmis and Mc Taggard, 1982) [122].

A. Cycle: 1

According to Suharsimi Arikunto, there is four steps in doing action that should be done by the teacher if they wants to conduct a research about

Action. Classroom Research approach, the steps are: planning, action, observation, and reflection.

1. Planning

This step explains about what, why, when, where, by whom, and how the action will be done. Ideally, the action did with the partner namely between the researcher and the teacher. Here the researcher arranged some plans to be done and prepared the material that made in the lesson plan as the teaching learning process by using Read, Cover, Remember, Retell (RCRR) strategy.

The researcher prepared many things, as follows:

- a. Determined the material well
- b. Designed the lesson plan
- c. Prepared the media and strategy
- d. Prepared the instruments of collecting the data such as, observation sheet, and test to measure the result of the research later.
- e. Prepared the learning sources.

2. Action

This step will explained about the implementation of lesson plan. In this section the researcher done teaching learning process in the class as the English teacher. The researcher ordered the students to learn the material that suitable with the lesson plan that had prepared earlier. The researcher applied Read,Cover,Remember,Retell (RCRR) strategy in the learning process. In this section, there were some actions that done together by the English teacher and the students, as follows:

a. Introduction

Activities:

- 1) Teacher introduced his self to the students.
- 2) Teacher asked about students' condition

b. Main Activity

Activities:

1. The teacher distributes the text to all students.
2. Then all students and teachers read the text with a loud voice
3. After all students and teachers finish reading in a concurrent voice
4. The teacher asks the students to read the text aloud in front of the class one by one
5. Then the teacher assesses fluency, accuracy, pronunciation, intonation in their Reading
6. Then the teacher corrects the wrong reading of the students in these four aspects
7. Students repeat Reading that have been corrected by the teacher in a loud voice
8. In this stage, Reading students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

c. Closing

Activities:

- 1) Teacher and students repeated the Reading together with the text.
- 2) Teacher delivered the next material for next meeting

3. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning proces. Observation was conducted to get data from action. The process of observation was conducted by the observer to know the condition, process teaching learning, activity and ability that done by teacher and student. Beside that, the researcher took the diary notes, wrote and analyzed activities durng the learning process. It was done to know the influence of RCRR strategy to improving students' reading skill.

4. Reflection

In this step the researcher reflected some things, as follows:

- a. Reflected the evaluation of teaching learning process.
- b. Reflected and evaluated of what had been done in cycle 1.

II. Cycle 2

1. Planning

The researcher planned the implementation of lesson plan that related to the cycle 1 that had evaluated and developed for the action of cycle 2.

2. Action

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

3. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process.

Observation was conducted to get data from action. Besides that, the researcher took the diary notes, wrote and analyzed activities during the learning process.

4. Reflection

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

E. Instruments for Data Collection

1. Instrument of Collecting Data

There is some instruments that used by the researcher in this research in collecting the data, they are:

a. Observation Sheet

In teaching learning process, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it.²⁸ Observation is widely used as means of collecting data in classroom research. So, from the explanation above, the researcher can concluded that observation will a process of watching the activities or anything that had been seen, heard to get some information.

b. Interview Sheet

Interview is used in order to get the important information related to the main objective of research. Interview will be some dialogues which done by

²⁸Jack C Richards and Thomas S. C. Farrel, (2005), *Profesional Development for Language Teachers*. Cambridge University: Cambridge Language Education, p. 85-86

interviewer to get the information from the participants by asking them some questions.

c. Test

Testing is an important part of every teaching experience. A test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.²⁹ A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain.

d. Documentation

Documentation is one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation is one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

e. Dairy Notes

The dairy notes were conducted to get information or the data about the condition and the situation of the subject areas of the research. It was described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process. besides that, the diary notes given the descriptions about students' attitude, behavior, and students' personality.

²⁹Harold S. Madson, (2002), *Teqhniques in Testing*. (England: Oxford University Press),, p.5

F. Technique for Data Collection

One of the important elements of a research is technique of data analysis. In this research the researcher analyzed all the data by using quantitative and qualitative data. The qualitative data was analyzed from the observation sheet, interview sheet, and test. The quantitative data was analyzed by the test and it was calculated all the student's scores of Reading skills.

To know the progress of the student's score for each of cycle, the mean of student's score are calculated in order to know the categories of student's ability. The N-Gain Score is a standard score in the form of a person's score from the mean of the group by pretest, post test design in the Standard Deviation unit³⁰. The formulation as follow:

$$X = \frac{\sum X}{N}$$

Where :

X = the mean of the test

$\sum X$ = the total score

N = the number of the students

Next, to categorize the number of students who are competent on reading comprehension, the following formula is applied:

$$P = \frac{R}{T} X 100$$

Where:

P : The percentage of students who get the point up to 70

R : The number of students who get point up to 70 above

T : The total number of students who took the test

³⁰ <https://www.spssindonesia.com/2019/04/cara-menghitung-n-gain-score-spss.html?m=1> (Accessed 30 July 2019)

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in reading test. The qualitative data were obtained from diary note, observation sheets, and interview sheets. The data were taken from a class which consist of 24 students. The class named VIII of Mts Al-ittihadiyah Lau Dendang Medan. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meeting. So, there were four meetings for this research.

1. Quantitative Data

The quantitative data were taken from the test result of reading evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score. (**Table 4.1 on Appendix IX page 80**)

2. The Qualitative Data

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

2.1 Diary Notes

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process. (**Appendix XI on Page 82**)

2.2 Interview Sheet

Based on the interview which was done between researcher with the teacher and the teacher with the students, it was found it that teacher and students gave good opinion about RCRR (Read,Cover,Remember,Retell) strategy. (**Appendix XII on Page 85**)

2.3 Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in reading descriptive text. But after thought by RCRR (Read,Cover,Remember,Retell) strategy, most of them realize that reading aloud is enjoyable activity. In the second cycle they were more active and serious in reading descriptive text and students had good interest in learning reading descriptive text. (**Appendix XIII on Page 89**)

2.4 Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using RCRR (Read,Cover,Remember,Retell) strategy. (**Appendix XV on Page 93**)

B. Data Analysis

1. The Quantitative Data

The improvement of students' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 780 and the number of students who took the test was 24 students, so the mean of students' score was:

NO	Initial Name	Pre-Test	Post-test I	Post-test II
1.	AAM	70	80	80
2.	ASP	20	70	80
3.	DTP	30	60	70
4.	EP	70	80	80
5.	FA	20	70	80
6.	FAS	20	60	60
7.	FT	50	70	70
8.	IK	20	70	80
9.	IA	30	60	60
10.	MT	20	60	80
11.	MD	10	60	80
12.	MP	20	70	70
13.	MRA	20	70	80
14.	NB	30	60	70
15.	NA	20	60	80
16.	NAF	10	50	60

17.	PP	40	60	70
18.	RPA	40	50	70
19.	RN	30	70	70
20.	SA	50	80	80
21.	SIM	70	70	80
22.	ZA	20	60	70
23.	MF	40	70	80
24.	GR	30	70	70
TOTAL		$\Sigma X = 780$	$\Sigma X = 1580$	$\Sigma X = 1770$
MEAN		$X = 32,5$	$X = 65,83$	$X = 73,75$

$$X = \frac{\Sigma X}{N} = \frac{780}{24} = 32,5$$

In the post-test of the first cycle, the students' score was 1580 and the number of students who took the test was 24 students, so the mean students score was:

$$X = \frac{\Sigma X}{N} = \frac{1580}{24} = 65,83$$

In the post-test of the second cycle, the student's score was 1770 and the number of students who took the test was 24 students, so the mean students score was:

$$X = \frac{\Sigma X}{N} = \frac{1770}{24} = 73.75$$

The number of the students who pass the exam was calculated by the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{3}{24} \times 100\% = 12,5\%$$

$$P2 = \frac{13}{24} \times 100\% = 54,16\%$$

$$P3 = \frac{21}{24} \times 100\% = 87,5\%$$

Where :

P = the percentage of students who get point up to 70

R = the number of students who get point up 70

T = the total number of students who took the test

P1 = the percentage of students who point up to 70 in pre-test

P2 = the percentage of students who point up to 70 in post test I

P3 = the percentage of students who point up to 70 in post test II

From the (**Table 4.2 on Appendix X**), it can be seen the improvement of the students' score. In the pre test, there was 12,5% consisted of 3 Students who got point up to 70. In post test I, there was 54,16% consisted of 13 Students who got point up to 70. In the post test II, there was 87,5% consisted of 21 Students. The improvemet from pre-test until the post test II was 67,53%.

2. The Qualitative Data

The researcher was conducted in two cycles and each cycle consisted of two meetings.

2.1 First Cycle

Planning

Planning is essential element in the development of any activites. In a situation teaching learning process, planning is needed. There was some planning in learning process:

1. Preparing the activities in learning process by using RCRR strategy.
2. Created and provided question that related to their subject matter be taught, the question such as reading comprehension.
3. Introduced or explained reading through the question which could not be asnwer or less understanding by the students.
4. Provide the test for the students.

Action

Researcher explained the students about the intention of doing the research, gave the students a brief explanation of what descriptive text is. 30 minutes before the end of the lesson, researcher ask the students to do the pre test individually.

Observation

In this observation, the observer recorded every action, comment, and certain behavior of students. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos and diary notes. There were many things which had been observed is follows:

1. Observer observed the students' activities and participation during the teaching learning process.
2. Observer took notes on students' participation in the activity and on language using during the learning activity.
3. Many students were still confused of what the best way to comprehend descriptive text.
4. Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.

Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about

their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from student's result test and observation of the student's attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

2.2 Second Cycle

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem. Similiar to the first cycle conducted to the second cycle with the same steps as follows:

Planning

Based on the reflection in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are:

1. Preparing and design the lesson plan
2. Preparing the text that were used during the cycle and evaluation

3. Preparing the observation sheet and diary notes in order to find out the improvement that were exist during the application of RCRR strategy and also find out the students reaction and condition the teaching learning
4. Preparing the media that was needed when doing the teaching learning process
5. Giving the motivation to the students
6. Making evaluation and improvement toward the students' problem
7. Giving more explanation about the subject and RCRR strategy and made all students understand

Action

After this cycle was conducted, it was expected that the result was better than the first cycle. The researcher had tried the best in teaching the students and motivated them to improve their ability in reading descriptive text by using RCRR strategy. The actions were:

1. The researcher as the teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.
2. The researcher as the teacher explained the definition of descriptive text.
3. The researcher as the teacher gave chance for students to ask about reading descriptive text if they did nor understand yet.

Observation

In this phase, the observation was done in order to find out the students' activities during the teaching learning process, they are:

1. In what part the students were not confused of using RCRR strategy in reading descriptive text.
2. Many students were active in doing the task even though some of them still made noise when teaching learning process.
3. Many students tried to write their opinion confidently.

Reflection

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

1. The researcher as the teacher could be improved on the students' ability in reading descriptive text by using RCRR strategy. It was based on the observation sheet that showed the improvement in every meeting. Every students read enthusiastic, many students were active in doing task, every students had braveness in asking what they don't understand yet and gave their opinion.
2. Students' score had improved too. It was based on the percentage of the students score. At the pre test there was 12,5%, 54,16%, at the post test I and there was 87,5% at the post test II. The total improvement from pre-test until the post test II was 67,53%.

C. Research Finding

The result was indicated that there was an improvement on the students ability at reading descriptive text by using RCRR strategy. By seeing the fact of means that the students' score in each cycle has increased. The mean of pre test was 32,5. The mean of post test I (cycle I) was 63,83 and the mean of post test II (cycle II) was 73,75.

The percentage of students who got point up to 70 grew up also. In pre test, students who got point up to 70 were only 3 of 24 students (12,5%), in the post test I, there was 13 of 24 students (54,16%), and in the post test II, there was 21 of 24 students (87,5%).

The writer organized all quantitative and qualitative data from all meetings. In every cycle, the researcher conducted reading evaluation. From the first evaluation, it was found that the students' achievement in reading descriptive text was still low. They were confused how to comprehend reading descriptive text and what parts of descriptive text are. Next, before the researcher gave the material at the first cycle, students need to get the treatment of RCRR strategy. Even hough they still have lack of vocabularry and had a problem of reading, the result of second evaluation was better than the first evaluation. After the researcher did the second cycle, the result was very improving. It can be seen on (**Table 4.2 Appendix II**).

The researcher also analyzed data to support the quantitative data (reading evaluation score), namely the qualitative data which were taken from diary notes, observation sheet, and interview sheet. Observation result showed that the students gave good responses and good attitude during the teaching

learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in reading. The diary notes and the interview sheet showed that the application of RCRR strategy had helped them in reading descriptive text. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of RCRR strategy has successfully improved students' achievement in reading descriptive text.

D. Discussion

Using RCRR (Read,Cover,Remember,Retell) strategy can influence the result of learning. When a teacher is teaching in front of class, the teacher should give the students' more treatmentally to make students easier to get the material. And the teacher should choose the suitable method or strategy and creative media that can make their students understand the lesson and enjoy their study. RCRR (Read,Cover,Remember,Retell) strategy is suitable method in teaching reading descriptive text. The strategy is simple and easy to be applied. It can be used and understood quickly by the students. By the strategy, the students were more active and confidence to read the reading text especially Descriptive Text. The students enjoy the study because they can do reading with reading aloud.

From the statistic data, the students' ability in reading descriptive text by using RCRR (Read,Cover,Remember,Retell) strategy in the post test II showed that the highest score is 80 and the mean was 73,75. And the teaching

without using RCRR (Read,Cover,Remember,Retell) strategy, the highest score was 70 and the mean was 12,5%. It means that students' score increased.

The fact said that the students more interested in learning reading Descriptive Text by using RCRR strategy. They were fun and still serious in learning Descriptive Text. Based on the research in eight grade students of MTS Al Ittihadiyah Lau Dendang Medan, the researcher found that RCRR strategy is suitable in teaching reading Descriptive Text. By this method made the students enjoy, fun and easy to comprehend the text as material in the class. The students also more braveness and had self confident. Based on the result, there was an improvement on students'ability in reading Descriptive Text by using RCRR (Read,Cover,Remember,Retell) strategy.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The researcher focused on Implementing Reading materials especially in Descriptive Text based on students skill in teaching for the eight grade students of MTS AL Ittihadiyah Lau Dendan Medan. The materials of the students need were designed through RCRR Strategy.
2. The process of Implement RCRR Strategy consisted of a teacher whose explained loud to the students so that they can reading well about Descriptive Text. Teachers need to sit beside the students and listen of how students can pronounce the word. In cycle one, there are many difficulties in Implementing RCRR Strategy because they didnt even know the sentences. But in cycle two, students ability was improving. They were enjoy by reading Descriptive Text.
3. The students ability in reading Descriptive Text after using the RCRR (Read,Cover,Remember,Retell) strategy was increased well. It could be seen from the students value from percentage of pre test in cycle I until post test II, that is the percentage of students who got point up to 70 grew up fast also. In the pre test, students who got point up to 70 were only 3 of 24 students (12,5%), in the post test I, there was 13 of 24 students (54,16%), and in the post test II, there was 21 of 24 students (87,5%). It has been improving since the researcher applying the RCRR (Read,Cover,Remember,Retell) strategy. The total improvement from pre-test until the post test II was 67,53%.

B. Suggestions

In relation to the conclusion, the suggestions were recommend as follows:

1. Teacher

Teacher of MTS Al Ittihadiyah Lau Dendang Medan be more responsive with the need of the students. The teacher should be able to and creative to provide the materials to the students' needs in or in other words the students should be given more specific needs in order to make students be easier to understand the speaking comprehension and make the successful learning process in the class.

2. School

The school should encourage English teacher to identify students' need for learning English, and constructs the appropriate reading materials which accomodate the students' need. The materials also should help students' for two fold goals, comprehending English and getting information related to their daily activities to make students are creative in the future.

3. Other Researcher

Other researcher should find references to support in Reading materials. It can be compared for other researchers who want to get the research on the same subject.

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APPENDIX I

LESSON PLAN**(FIRST CYCLE)**

School	: MTS Al Ittihadiyah Lau Dendang Medan
Subject	: English
Class/ Semester	: VIII
Academic Year	: 2018/2019
Skill	: Reading
Time Allocation	: 2 x 45 minutes

Meeting :**A. Standard Competency**

Understanding the meaning of short functional texts and essays in form descriptive text to access knowledge in daily life context.

B. Basic Competence

Arrange oral and written texts to help and answer hopes, prayers and congratulations on happiness and achievement, taking into account social functions, text structure, and not language that is correct and in accordance with the context.

C. Indicator**1. Cognitive****a) Process**

- Define descriptive text
- Identify generic structures of descriptive text
- Identify languages features of descriptive text
- Identify main ideas of descriptive text

- Identify meaning of descriptive text

b) Product

- Answer questions which are related to descriptive text
- Students read the text about descriptive text
- Students find the generic structure of text

2. Affective

- Characters : students are able honest, creative, critical and logical, responsible
- Social skill : students are able asking questions, giving idea and opinion, communicating in a good manner

3. Psychomotor

- Read descriptive text
- Find main ideas of descriptive text
- Find generic structures of descriptive text
- Find language features of descriptive text

D. Material

- Descriptive text

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Material of teaching.

Read the text below !

Tanjung Setia Beach

Lampung is not only famous for its Way Kambas National Park. One of the best tourist attractions of this province is Tanjung Setia Beach. This beach is located in the village of Tanjung Setia, West Lampung district, Lampung province. It is about 273 km or about six to seven hour driving from Bandar Lampung, the capital city of Lampung province.

This beach has not been well known by the citizens of Indonesia yet, but for the world surfers this beach is a hidden paradise for surfing. This beach is exactly laid on the track of large Indian Ocean currents that make this beach have waves which are quite perfect for surfing. The perfect wave of this beach usually lasts from June to August with the height which can reach up to six to seven meters with a 200 meters length.

In addition to perfect waves for surfing, the beach also has an ambience which is quite natural with white sand along the beach. Rows of palm tree which grow also adorn this beach. For local people, the beach area is also an ideal place for fishing. Some fish which are often obtained by the fisherman are blue marlin which is so big enough that its weight can reach up to 70 kilograms. By local residents this fish is known by the name of Iwa Tuhuk.

E. Teaching Method/Technique

1. Method : RCRR (Read, Cover, Remember, Retell)
2. Technique : Textbook

F. Activities Plan

1. Opening Activities (10 Minutes)

- Greeting and checking student attendance
- Students identify the material about descriptive text

2. Main activities (70 Minutes)

- Students give the respon of the material about descriptive text
- Students get a text from teacher about descriptive text
- Students read the text about descriptive text
- Students identify the generic structure of the text about descriptive text
- Students discuss of the text about descriptive text

3. Closing activities (10 Minutes)

- Summarizing the lesson
- Giving chances for student to ask questions dealing with the material
- Closing the lesson

G. Learning Sources/Media and Tools

- Internet
- The relevan book (English in focus book for Eight grade) reading text

H. Evaluation

- Assessment Technique : Individual task
- Assesment Instrument : Multiple Choice
- Sample of instrument :
(the instrument can be looked at the appendix)
- Assessment guidance :
For each correct answer have score ten (10), wrong answer have score zero (0)
Maximum Score : $10 \times 10 = 100$

APPENDIX II

**LESSON PLAN
(SECOND CYCLE)**

School	: MTS Al Ittihadiyah Lau Dendang Medan
Subject	: English
Class/ Semester	: VIII
Academic Year	: 2018/2019
Skill	: Reading
Time Allocation	: 2 x 45 minutes

Meeting :**A. Standard Competency**

Understanding the meaning of short functional texts and essays in form descriptive text to access knowledge in daily life context.

B. Basic Competence

Arrange oral and written texts to help and answer hopes, prayers and congratulations on happiness and achievement, taking into account social functions, text structure, and not language that is correct and in accordance with the context.

C. Indicator**1. Cognitive****a) Process**

- Define descriptive text
- Identify generic structures of descriptive text
- Identify languages features of descriptive text
- Identify main ideas of descriptive text

- Identify meaning of descriptive text

b) Product

- Answer questions which are related to descriptive text
- Students read the text about descriptive text
- Students find the generic structure of text

c) Affective

- Characters : students are able honest, creative, critical and logical, responsible
- Social skill : students are able asking questions, giving idea and opinion, communicating in a good manner

d) Psychomotor

- Read descriptive text
- Find main ideas of descriptive text
- Find generic structures of descriptive text
- Find language features of descriptive text

e) Material

- Descriptive text

\

Material of teaching.

Read the text below !

Borobudur Temple

(Identification)

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

E. Teaching Method/Technique

1. Method : RCRR (Read, Cover, Remember, Retell)
2. Technique : Textbook

F. Activities Plan

1. Opening Activities (10 Minutes)

- Greeting and checking student attendance
- Students identify the material about

2. Main activities (70 Minutes)

- Students give the respon of the material about descriptive text
- Students get a text from teacher about descriptive text
- Students read the text about descriptive text
- Students identify the generic structure of the text about descriptive text
- Students discuss of the text about descriptive text

3. Closing activities (10 Minutes)

- Summarizing the lesson
- Giving chances for student to ask questions dealing with the material
- Closing the lesson

G. Learning Sources/Media and Tools

- Internet
- The relevan book (English in focus book for Eight grade) reading text

H. Evaluation

- Assessment Technique : Individual task
- Assessment Instrument : Multiple Choice
- Sample of instrument :
(the instrument can be looked at the appendix)
- Assessment guidance :
For each correct answer have score ten (10), wrong answer have score zero (0)
Maximum Score : $10 \times 10 = 100$

APPENDIX III

PRE-TEST

Instruction:

Choose the correct answer by crossing a,b,c,d.

Read the text below!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(source: Let's Talk: Descriptive, Narrative, Recount, Anecdote (Grade VIII) by Bachtiar Bima Mustriana, 2017, PT Bandung c Pakar Raya)

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.

4. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy

5. It is implied in the passage that
 - a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.

6. From the text, we may conclude that....
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.

7. What is the text mostly about?
 - a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peters' elder brother

8. "He is fourteen years old . . . Than me."
The underlined word refers to
 - a. Peter
 - b. The writer
 - c. The writer's brother
 - d. The writer's family

9. “Peter is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

10. “But he usually does what he is asked to do”

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.

APPENDIX IV

POST TEST 1

Read the following text to answer questions number 1 to 3.

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town. Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri
- D. The people

2. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd
- D. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to.

- A. The local people
- B. The factory workers
- C. The farmers
- D. The traders

Read the following text to answer questions number 4 to 6.

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

5. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

6. From the text we know that

- A. Some construction of the mosque takes the local style
- B. Banjar people burned down the mosque
- C. There is nothing special from this mosque
- D. The Dutch colonial built the mosque

Read the following text to answer questions number 7 and 8.

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

7. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers

8. What is the main idea of the second paragraph?

- A. There are three rocky islands in Bale Kambang
- B. Huge waves frighten many overseas cruisers
- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea

Read the following text to answer questions number 8 to 10.

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

9. What is the purpose of the text?

- A. To persuade the readers to choose him in the election
- B. To entertain the readers about the story of Barack Obama
- C. To report the life of the president of United States of America
- D. To describe Barack Obama's physical appearance and personality

10. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is

- A. Flat
 - B. Short
 - C. Straight
 - D. Handsome
-

APPENDIX V

POST TEST 2

Look at the picture and try to Answer the questions below!



The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug

(Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

1. The Hobbit is a movie which is based on a book whose author is...
 - a. Jackson
 - b. Tolkien
 - c. Peter Tolkien
 - d. J.R.R Jackson

2. They are based on the... (*Paragraph 1*). The word “they” in the sentence refers to...
 - a. The Hobbit books
 - b. The Hobbit actors
 - c. Adventure series films
 - d. The Hobbit film series

3. The films take place in the fictional world... (*Paragraph 2*). The antonym of “fictional” is...
 - a. Fabricated
 - b. Fictive
 - c. True
 - d. Imagined

4. If *The Lord of The Ring* takes place on 1150, when will probably *The Hobbit* film takes place?
 - a. 1100
 - b. 1210
 - c. 1090
 - d. 1134

5. What did the Wizard want Bilbo to do in the movie?
 - a. To join the dwarves' journey
 - b. To take care of the dwarves
 - c. To accompany him to meet smaug
 - d. To accompany dwarves and smug to the lonely mountain

6. The role of the dwarves' leader is played by?
 - a. Thorin Oakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen

7. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The synonym of vengeance.
 - a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger

8. ...who seek vengeance against Thorin and his ancestors. (*Paragraph 2*). The word "his" in the sentence refers to...
- Azoh
 - Bolg
 - Thorin and ancestors
 - Thorin
9. How many people that lined in the red carpet on the first premiered The Hobbit film?
- 1000000
 - 100000
 - 10000
 - 1000
10. Which of the following statement is false according to the text?
- The premiers of the hobbit movies were held in the different places of the same country
 - The Hobbit movies consists of three epic adventurous film that were released on different years
 - The first series of The Hobbit wasn't premiered in Europe
 - The Third series of the Hobbit was premiered in a country of an European continent

APPENDIX VI

ANSWER'S KEY

PRE-TEST

- | | |
|------|-------|
| 1. B | 6. C |
| 2. C | 7. A |
| 3. C | 8. B |
| 4. A | 9. B |
| 5. D | 10. D |

APPENDIX VII

ANSWER'S KEY

POST TEST 1

- | | |
|------|-------|
| 1. C | 6. A |
| 2. C | 7. B |
| 3. A | 8. A |
| 4. D | 9. D |
| 5. D | 10. A |

APPENDIX VIII

ANSWER'S KEY

POST TEST 2

- | | |
|------|-------|
| 1. B | 6. C |
| 2. D | 7. B |
| 3. C | 8. D |
| 4. C | 9. B |
| 5. A | 10. A |

APPENDIX IX

Table 4.1. The students's score from the first until the last meeting

NO	Initial Name	Pre-Test	Post-test I	Post-test II
1.	AAM	70	80	80
2.	ASP	20	70	80
3.	DTP	30	60	70
4.	EP	70	80	80
5.	FA	20	70	80
6.	FAS	20	60	60
7.	FT	50	70	70
8.	IK	20	70	80
9.	IA	30	60	60
10.	MT	20	60	80
11.	MD	10	60	80
12.	MP	20	70	70
13.	MRA	20	70	80
14.	NB	30	60	70
15.	NA	20	60	80
16.	NAF	10	50	60
17.	PP	40	60	70
18.	RPA	40	50	70
19.	RN	30	70	70

20.	SA	50	80	80
21.	SIM	70	70	80
22.	ZA	20	60	70
23.	MF	40	70	80
24.	GR	30	70	70
TOTAL		$\sum X = 780$	$\sum X = 1580$	$\sum X = 1770$
MEAN		$X = 32,5$	$X = 65,83$	$X = 73,75$

APPENDIX X

Table 4.2. The percentage of the students who got point up to 70

Test	Students got point up to 70	Percentage
Pre test	3 Students	12,5%
Post test I	13 Students	54,16%
Post test II	21 Students	87,5%

APPENDIX XI

Diary Notes

First Cycle

First Meeting (Monday, July 15th 2019)

Introducing and giving pre test

The researcher entered the class and prepared many tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. It was done in order to know the basic skill of the students in reading descriptive text. They did pre test but during the test some time they asked what they understand yet.

Second Meeting (Thursday, July 18th 2019)

In this meeting, they were taught about defenition of descriptive text. The students seemed enthusiast to learn it. They were active and some of them gave opinion about the descriptive text. Having gotten the definition and parts of descriptive text, the researcher and the students do reading descriptive text by using Read, Cover, Remember, Retell strategy. But researcher explained firstly about what is RCRR Strategy.

Third Meeting (Monday, July 22nd 2019)

In this meeting, the researcher entered the class and greeted the students. All the member in the class prayed together. The researcher gave the post test I. Before doing the post test I, the researcher explained the instruction in the paper. Some of students have known about the instruction. The students were directly took paper and did the post test I. most of the students did the test by their own self, but there were still many students cheated from their friends and made noisy.

Forth Meeting (Thursday July, 25th 2019)

In this meeting, the researcher taught the students based on the problems which were found in the previous meeting and the students answer sheet. Researcher found that most of the students still difficulties in organize the text because they didn't understand about generic structure of the text. So the researcher explained again about the generic structure and language feature of the text, and gave another example about descriptive text. Researcher asked the students to read one by one with using Read, Cover, Remember, Retell strategy by the researcher beside students. Finally, every students was more understand about descriptive text.

Fifth meeting (Monday, July 29th 2019)

This was the last meeting. The students were asked to answer the post test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting until last meeting. It means their ability in reading descriptive text had improve by using RCRR Strategy.

APPENDIX XII

Interview Sheet**Interview With the Teacher in the First Session**

R : Do you think they like English?

T : Not seems like too much, but half of them were interesting to learning English.

R : What do you think about this class mem?

T : Umm. Little bit hard to say it but i might be thinking that they are really noisy. Sometimes they just doing nothing but its really annoying. Although there are some students who like to make trouble, there always be a good one too.

R : How are about the skill of the students in reading Descriptive Text?

T : Their ability at reading is still low, thats why they need more practicing again. They have lack of words and confuse about how to pronounce it.\

R : How do you teach your students in reading skill especially in reading descriptive text?

T : Actually, its about the skill that they are seldom to practice. In every single time, i believe that they can do it with fluent.

Interview With the Teacher in the Last Session

R : What do you think about RCRR in improving students ability

comprehend reading descriptive text especially Descriptive Text?

T : Its very good to applied this strategy. Because, so far i knew that students

might be lazy while doing the task especially in Descriptive Text, and

they didnt have much confident to reading in front of class. They even

didnt knows that speaking is really suitable for them and its really can

increase their english ability not just in reading.

In Which :

R : Researcher

T : Teacher

Interview With the Students in the First Session

R : Do you like reading?

S1 : Gak miss, ga ngerti saya miss, ngucap nya aja susah kali.

S2 : Biasa aja miss

S3 : Yes, saya suka miss. Saya kira cara baca dalam bahasa inggris saya bisa meningkat karena sering membaca

R : What kind of reading text do you like to read?

S1 : Kisang dongeng miss, seperti descriptive text

S2 : I like Descriptive Text miss

S3 : Comic, Webtoon

R : Do you like reading Descriptive Text?

S1 : Sometimes miss

S2 : I really like miss

S3 : Suka miss

R : Do you want to tried reading skill especially reading Descriptive Text?

S1 : Ofcourse miss

S2 : Pasti miss. I really like it

S3 : Yes, i want

Interview With the Students in the Last Session

R : What do you think about RCRR?

S1 : Not bad miss

S2 : Really good miss, saya suka. Saya jadi bisa membaca sambil mengingat kosa kata dan pengucapannya dalam bahasa inggris miss

S3` : Bagus miss

R : If RCRR applied in Teaching reading, do you like and practice reading?

S1 : Yes miss

S2 : Saya mau mencoba nya miss

S3 : Maybe miss

In Which :

R : Researcher

S : Student

APPENDIX XIII

OBSERVATION SHEET IN CYCLE I

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
The researcher (S as a teacher)	<ul style="list-style-type: none"> - The teacher explain teacher' objectives and she motivates students to show their in reading descriptive text. - The teacher prepares teaching material systematically and clearly - The teacher explain about defenition, generic structure, and purpose of descriptive text. - The teacher explain about Read, Cover, Remember, Retell strategy - The teacher gives chance to the students to ask some question. - The teacher try to solve the students problem. - The teacher gives feed back to all students. - The teacher manages the time effectively and efficiently. 		
The students	<ul style="list-style-type: none"> - The students pay attention to the teacher explanation. - The students ask question to the teacher if there is something unclear. 		

	<ul style="list-style-type: none"> - The students answer question to that are given by the teacher - The students give good respond to the topic given. - The students try to solve their problem seriously. - All the students do their task. 		
Context	<ul style="list-style-type: none"> - The classroom is save from crowded. - The classroom is comfortable (clean and calm) - The classroom has teaching aids (chalk, black board, duster and so on). 		

APPENDIX XIV

OBSERVATION SHEET IN CYCLE II

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
The researcher (S as a teacher)	<ul style="list-style-type: none"> - The teacher explain teacher' objectives and she motivates students to show their in reading descriptive text. - The teacher prepares teaching material systematically and clearly - The teacher explain about defenition, generic structure, and purpose of descriptive text. - The teacher explain about Read, Cover, Remember, Retell strategy - The teacher gives chance to the students to ask some question. - The teacher try to solve the students problem. - The teacher gives feed back to all students. - The teacher manages the time effectively and efficiently. 		
The students	<ul style="list-style-type: none"> - The students pay attention to the teacher explanation. - The students ask question to the teacher if there is something unclear. 		

	<ul style="list-style-type: none"> - The students answer question to that are given by the teacher - The students give good respond to the topic given. - The students try to solve their problem seriously. - All the students do their task. 		
Context	<ul style="list-style-type: none"> - The classroom is save from crowded. - The classroom is comfortable (clean and calm) - The classroom has teaching aids (chalk, black board, duster and so on). 		

APPENDIX XV

DOCUMENTATION

Students Learning the Material



Students do the Pre Test



Explaining about RCRR strategy through Descriptive Text



Students reading the Descriptive text by using the RCRR strategy

